



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12221580
SAU: MSAD 28
School: Rockport Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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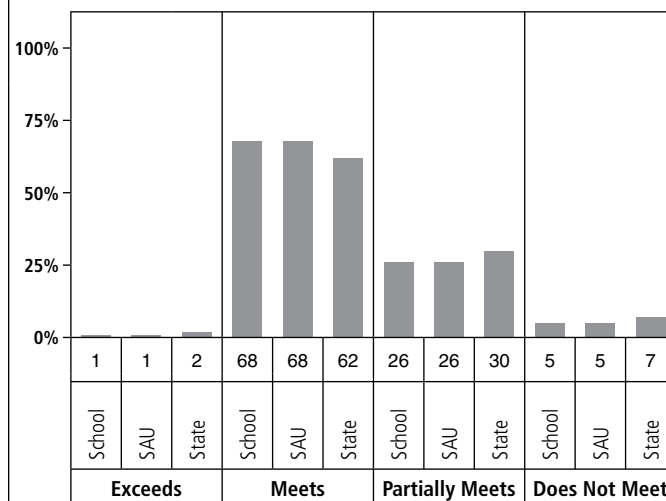
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

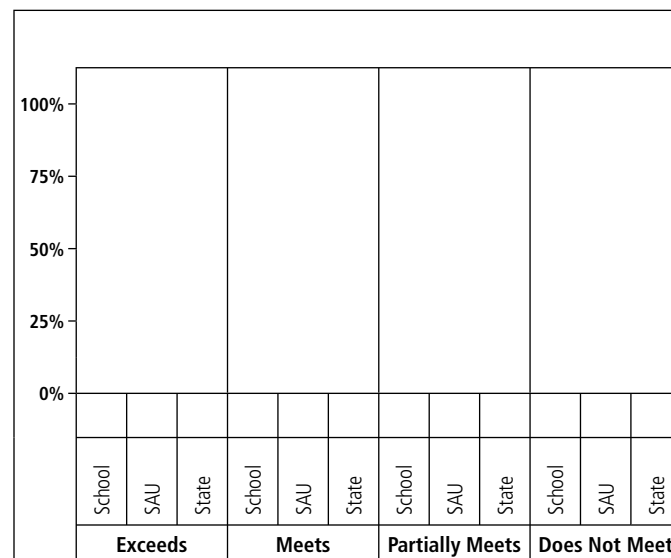
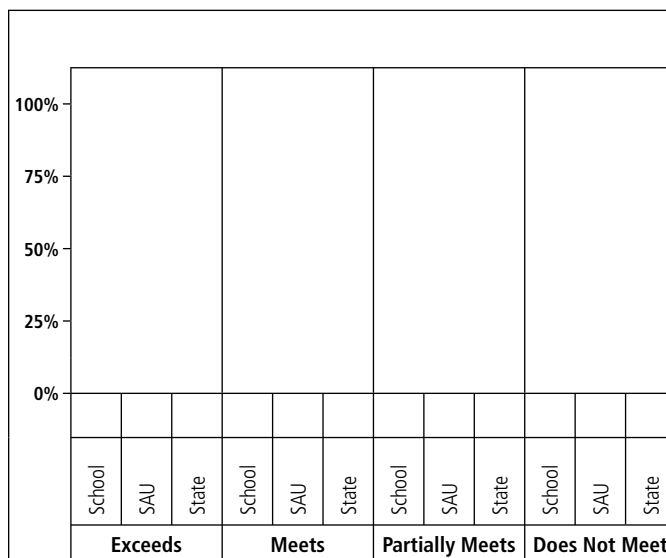
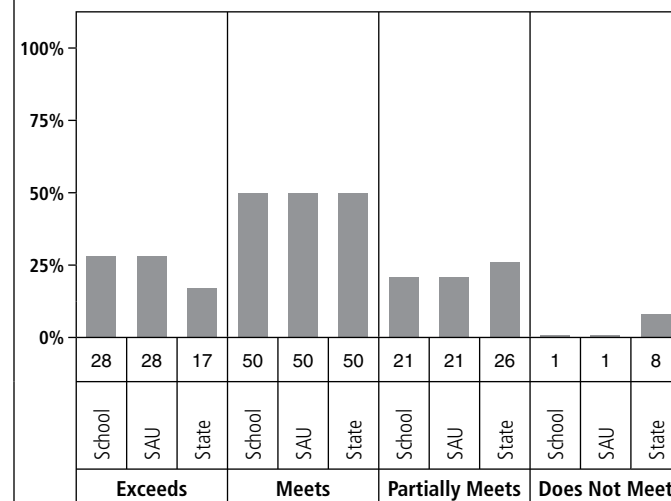
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	347	347	345
2006–2007	347	347	345
2007–2008	346	346	344
Cum. Avg. *	347	347	345
Mathematics			
2005–2006	349	349	344
2006–2007	351	351	347
2007–2008	353	353	347
Cum. Avg. *	351	351	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	79	100	79	100	13803	100	79	100	79	100	13714	99	79	100	79	100	13710	99						
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	1	1	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	78	99	78	99	12916	94	78	100	78	100	12846	100	78	100	78	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	18	23	18	23	2358	17	18	100	18	100	2333	99	18	100	18	100	2329	99						
Current LEP	2	3	2	3	371	3	2	100	2	100	357	96	2	100	2	100	361	98						
Economically disadvantaged	10	13	10	13	5584	40	10	100	10	100	5535	99	10	100	10	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	65	82	65	82	10650	77	65	82	65	82	10678	77						
Identified disability (PET/IEP)	5	8	5	8	475	4	5	8	5	8	479	4						
LEP	1	2	1	2	151	1	1	2	1	2	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	13	16	13	16	2936	21	13	16	13	16	2911	21						
Identified disability (PET/IEP)	12	92	12	92	1735	59	12	92	12	92	1729	59						
LEP	1	8	1	8	197	7	1	8	1	8	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	1	8	1	8	986	34	1	8	1	8	958	33						
Participation through alternate assessment (PAAP)	1	1	1	1	123	1	1	1	1	1	121	1						
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	3	3	3	3	332	2
	2007-2008	1	1	1	1	227	2
	Cum. Total*	4	2	4	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	57	76	57	76	8641	62
	2006-2007	70	78	70	78	8691	63
	2007-2008	53	68	53	68	8403	62
	Cum. Total*	180	74	180	74	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	18	24	18	24	3671	27
	2006-2007	17	19	17	19	3781	27
	2007-2008	20	26	20	26	4018	30
	Cum. Total*	55	23	55	23	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8
	2006-2007	0	0	0	0	1021	7
	2007-2008	4	5	4	5	938	7
	Cum. Total*	4	2	4	2	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	29.5	64.1	29.5	64.1	27.6	60.0
Literary Text	23	50	15.2	66.1	15.2	66.1	14.1	61.3
Informational Text	23	50	14.2	61.7	14.2	61.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	1	1	53	68	20	26	4	5	346	78	1	68	26	5	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	77	1	1	53	69	19	25	4	5	347	77	1	69	25	5	347	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	7	41	7	41	3	18	342	17	0	41	41	18	342	2210	0	32	48	20	338
No	61	1	2	46	75	13	21	1	2	348	61	2	75	21	2	348	11376	2	68	26	4	346
Current LEP																						
Yes	2										2						348	1	36	45	19	339
No	76	1	1	52	68	19	25	4	5	347	76	1	68	25	5	347	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	10	0	0	5	50	3	30	2	20	341	10	0	50	30	20	341	5450	1	49	39	11	341
No	68	1	1	48	71	17	25	2	3	347	68	1	71	25	3	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	78	1	1	53	68	20	26	4	5	346	78	1	68	26	5	346	13581	2	62	30	7	344
Gender																						
Female	40	1	3	30	75	8	20	1	3	349	40	3	75	20	3	349	6567	3	65	27	5	345
Male	38	0	0	23	61	12	32	3	8	344	38	0	61	32	8	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	4	29	7	50	3	21	339	14	0	29	50	21	339	2004	0	37	49	14	339
No	64	1	2	49	77	13	20	1	2	348	64	2	77	20	2	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	78	1	1	53	68	20	26	4	5	346	78	1	68	26	5	346	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 28
 School: Rockport Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	0	0	10	67	5	33	0	0	346	19	0	67	33	0	346	6	0	43	39	18	340
B. less than one hour	69	1	2	35	66	13	25	4	8	346	69	2	66	25	8	346	79	2	65	28	5	345
C. one to two hours	9	0	0	5	71	2	29	0	0	347	9	0	71	29	0	347	12	2	60	31	7	344
D. more than two hours	3	0	0	2	100	0	0	0	0	349	3	0	100	0	0	349	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	18	0	0	11	85	2	15	0	0	349	18	0	85	15	0	349	29	3	62	28	7	345
B. They match some of what I have learned.	49	1	3	27	75	8	22	0	0	349	49	3	75	22	0	349	48	2	67	27	4	345
C. They match just a little of what I have learned.	22	0	0	10	63	4	25	2	13	345	22	0	63	25	13	345	15	1	56	34	9	343
D. There is no match.	12	0	0	4	44	3	33	2	22	339	12	0	44	33	22	339	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	0	0	29	83	5	14	1	3	350	45	0	83	14	3	350	42	3	67	24	6	346
B. good	40	1	3	16	52	13	42	1	3	344	40	3	52	42	3	344	46	1	62	32	5	344
C. fair	12	0	0	6	67	1	11	2	22	342	12	0	67	11	22	342	10	0	48	42	10	341
D. poor	3	0	0	2	100	0	0	0	0	345	3	0	100	0	0	345	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	33	0	0	16	64	7	28	2	8	344	33	0	64	28	8	344	22	1	48	38	12	341
B. about the same as my regular schoolwork	42	1	3	24	75	6	19	1	3	348	42	3	75	19	3	348	57	2	68	26	4	346
C. easier than my regular schoolwork	25	0	0	13	68	5	26	1	5	347	25	0	68	26	5	347	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	18	0	0	3	23	8	62	2	15	338	18	0	23	62	15	338	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	38	0	0	23	82	4	14	1	4	346	38	0	82	14	4	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	45	1	3	25	76	6	18	1	3	350	45	3	76	18	3	350	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	24	0	0	14	78	4	22	0	0	349	24	0	78	22	0	349	19	3	65	27	6	346
B. 20 minutes to an hour	39	1	3	23	77	5	17	1	3	348	39	3	77	17	3	348	47	2	68	25	5	346
C. less than 20 minutes	25	0	0	10	53	8	42	1	5	344	25	0	53	42	5	344	19	1	56	35	8	343
D. I rarely read at home.	12	0	0	6	67	1	11	2	22	343	12	0	67	11	22	343	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	1	6	7	44	7	44	1	6	346	21	6	44	44	6	346	28	1	56	33	9	343
B. six to ten pages	34	0	0	22	85	3	12	1	4	347	34	0	85	12	4	347	23	1	63	29	7	344
C. eleven or more pages	45	0	0	24	71	8	24	2	6	346	45	0	71	24	6	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	33	0	0	0	0	1	100	0	0	338	33	0	0	100	0	338						
B.	33	0	0	0	0	1	100	0	0	340	33	0	0	100	0	340						
C.	33	0	0	1	100	0	0	0	0	346	33	0	100	0	0	346						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	9	7	9	1295	9
	2006-2007	16	18	16	18	1985	14
	2007-2008	22	28	22	28	2277	17
	Cum. Total*	45	19	45	19	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	52	69	52	69	6852	49
	2006-2007	59	66	59	66	6990	51
	2007-2008	39	50	39	50	6764	50
	Cum. Total*	150	62	150	62	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	13	17	13	17	4081	29
	2006-2007	11	12	11	12	3673	27
	2007-2008	16	21	16	21	3504	26
	Cum. Total*	40	16	40	16	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	4	3	4	1638	12
	2006-2007	4	4	4	4	1193	9
	2007-2008	1	1	1	1	1044	8
	Cum. Total*	8	3	8	3	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.5	70.0	10.5	70.0	9.2	61.3
Cluster 2: Shape and Size	14	29	11.0	78.6	11.0	78.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.4	68.0	3.4	68.0	3.2	64.0
Cluster 4: Patterns	14	29	9.6	68.6	9.6	68.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 28
School: Rockport Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	22	28	39	50	16	21	1	1	353	78	28	50	21	1	353	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	77	22	29	39	51	15	19	1	1	353	77	29	51	19	1	353	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	17	4	24	4	24	8	47	1	6	344	17	24	24	47	6	344	2208	6	35	37	21	338
No	61	18	30	35	57	8	13	0	0	355	61	30	57	13	0	355	11381	19	53	24	5	349
Current LEP																						
Yes	2										2						357	8	29	37	26	336
No	76	21	28	39	51	15	20	1	1	353	76	28	51	20	1	353	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	10	0	0	7	70	3	30	0	0	344	10	0	70	30	0	344	5452	9	45	33	12	343
No	68	22	32	32	47	13	19	1	1	354	68	32	47	19	1	354	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	78	22	28	39	50	16	21	1	1	353	78	28	50	21	1	353	13584	17	50	26	8	347
Gender																						
Female	40	13	33	17	43	10	25	0	0	354	40	33	43	25	0	354	6565	15	49	27	8	347
Male	38	9	24	22	58	6	16	1	3	352	38	24	58	16	3	352	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	1	7	5	36	8	57	0	0	341	14	7	36	57	0	341	2004	5	39	41	15	339
No	64	21	33	34	53	8	13	1	2	356	64	33	53	13	2	356	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	78	22	28	39	50	16	21	1	1	353	78	28	50	21	1	353	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 28
 School: Rockport Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	4	27	7	47	4	27	0	0	350	19	27	47	27	0	350	6	9	40	33	18	340
B. less than one hour	69	14	26	28	53	10	19	1	2	353	69	26	53	19	2	353	79	18	52	24	6	348
C. one to two hours	9	3	43	2	29	2	29	0	0	357	9	43	29	29	0	357	12	16	48	27	8	347
D. more than two hours	3	1	50	1	50	0	0	0	0	360	3	50	50	0	0	360	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	11	41	11	41	5	19	0	0	358	35	41	41	19	0	358	37	22	50	22	6	350
B. They match some of what I have learned.	42	9	27	19	58	5	15	0	0	354	42	27	58	15	0	354	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	0	0	6	60	4	40	0	0	343	13	0	60	40	0	343	12	9	44	36	11	342
D. There is no match.	10	2	25	3	38	2	25	1	13	345	10	25	38	25	13	345	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	9	36	13	52	3	12	0	0	358	32	36	52	12	0	358	39	25	48	20	7	350
B. good	46	11	31	17	47	7	19	1	3	352	46	31	47	19	3	352	46	14	52	27	7	347
C. fair	18	2	14	7	50	5	36	0	0	349	18	14	50	36	0	349	12	8	49	35	9	343
D. poor	4	0	0	2	67	1	33	0	0	342	4	0	67	33	0	342	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	2	18	4	36	5	45	0	0	347	14	18	36	45	0	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	55	11	26	22	51	9	21	1	2	352	55	26	51	21	2	352	59	18	53	24	5	349
C. easier than my regular schoolwork	31	9	38	13	54	2	8	0	0	357	31	38	54	8	0	357	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	32	8	32	12	48	5	20	0	0	355	32	32	48	20	0	355	32	13	47	30	10	345
B. two or three days a week	36	9	32	11	39	7	25	1	4	351	36	32	39	25	4	351	30	20	52	23	5	349
C. two or three times each month	13	3	30	5	50	2	20	0	0	354	13	30	50	20	0	354	19	20	53	21	6	350
D. never or almost never	18	2	14	10	71	2	14	0	0	352	18	14	71	14	0	352	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	2	50	2	50	0	0	340	5	0	50	50	0	340	7	5	34	40	20	338
B. two or three days a week	23	9	50	6	33	3	17	0	0	360	23	50	33	17	0	360	18	15	50	27	8	346
C. two or three times each month	41	7	22	19	59	6	19	0	0	352	41	22	59	19	0	352	28	21	53	21	4	350
D. never or almost never	31	6	25	12	50	5	21	1	4	352	31	25	50	21	4	352	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	12	0	0	6	67	3	33	0	0	347	12	0	67	33	0	347	16	8	42	36	13	342
B. 30–45 minutes	20	3	20	7	47	5	33	0	0	349	20	20	47	33	0	349	30	14	53	26	7	347
C. 45–60 minutes	57	16	37	20	47	6	14	1	2	356	57	37	47	14	2	356	32	22	51	22	5	350
D. more than 60 minutes	11	3	38	4	50	1	13	0	0	357	11	38	50	13	0	357	22	20	49	23	7	349
Optional school/SAU question																						
A.	33	0	0	1	100	0	0	0	0	344	33	0	100	0	0	344						
B.	33	0	0	0	0	1	100	0	0	336	33	0	0	100	0	336						
C.	33	0	0	1	100	0	0	0	0	352	33	0	100	0	0	352						
D.	0										0											